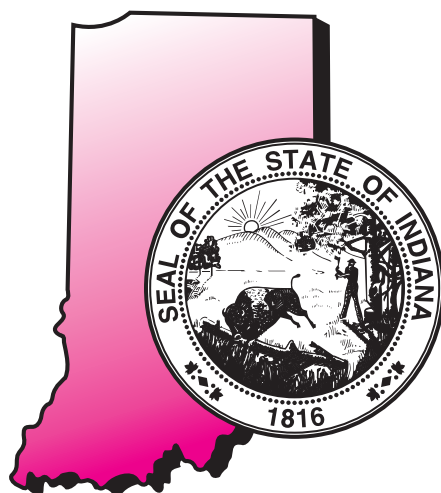


# ***ISTEP+* Fall 2007**

Indiana Statewide Testing for Educational Progress

English/Language Arts • Mathematics  
**Grade 4**



Indiana Department of Education

Web Version

Use only a Number 2 pencil to respond to the questions in this book. Responses written in pen CANNOT be scored.



Whenever you see this picture, you will be doing a writing activity. Your writing will be scored on how clearly you write and how well you get your ideas across. Your writing will not be scored on your personal opinions. Be sure to check your writing for correct grammar, spelling, punctuation, and capitalization.

**NOTE:** Only your writing on the lined pages in this book will be scored.

**Acknowledgments:** CTB is indebted to the following for permission to use material in this book.

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## Test 3: English/Language Arts

## Your Perfect Day

Read the information in the box. Then do the writing activity.

Suppose you find a letter in your mailbox. The letter says: "This is going to be your perfect day." What happens to make it your perfect day? Where do you go? What people do you meet? What do you see and do?

Write a story that tells what happens on your perfect day. Tell about the people you meet, the places you go, and why that day is perfect.

***Pre-Writing Activity***

- Use the boxes on the next page to help you plan your story.
- Be sure your story has a beginning, a middle, and an end.
- Be sure to include details in your story to make it interesting.
- Here are some questions to help you think about your story:
  - ✓ Where do you go on your perfect day?
  - ✓ What people do you meet?
  - ✓ What do you see and do?
- If you need more paper to plan your writing, ask your teacher.

Go On



## Test 3

Plan your writing. If you need more paper to plan your writing, ask your teacher.

Here are some questions to help you think about your story:

- ✓ Where do you go on your perfect day?
- ✓ What people do you meet?
- ✓ What do you see and do?

### Beginning

Setting (Time and Place):

Characters

Event (What happens)

Event (What happens)

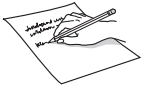
Event (What happens)

Ending

Go On



DO NOT WRITE HERE ↑



**DO NOT WRITE HERE** 

## DO NOT WRITE HERE →

**DO NOT WRITE HERE** 

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# Test 3

DO NOT WRITE HERE

DO NOT WRITE HERE

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DO NOT WRITE HERE

DO NOT WRITE HERE

DO NOT WRITE HERE

DO NOT WRITE HERE

Go On



Now check your writing using this Editing Checklist.

### *Editing Checklist*

- 1** Have you started each sentence with a capital letter?
- 2** Have you capitalized names of people and places?
- 3** Have you used correct punctuation?
- 4** Have you spelled all words correctly?
- 5** Does the action word (verb) of your sentence agree with the subject?  
Examples:     Tom plays at the park.  
                    They play at the park.
- 6** Have you used the correct form of your action words (verbs)?  
Examples:     Jan plays today.  
                    Jan played yesterday.  
                    Jan will play tomorrow.
- 7** Have you written complete sentences?



STOP! --- STOP! --- STOP! --- STOP! --- STOP!

# Test 4: English/Language Arts

## Directions

For Test 4, you will read an article and a story. You will answer questions about what you have read. Then you will do some writing.

First, you will read the article. Do you like ice cream cones?  
“Ice Cream Cone” is an article that tells about ice cream cones.

Now read “Ice Cream Cone.” Then answer Numbers 1 through 6.  
You may look back at the article as often as you like.

Go On





# Ice Cream Cone

by Charlotte Foltz Jones



1 The Chinese made iced desserts thousands of years ago, and George Washington was fond of ice cream, but the ice cream cone was not popular until after 1904.

2 Two food vendors had stands near each other at the 1904 World's Fair in St. Louis, Missouri. Ernest A. Hamwi, a Syrian who had been in the United States a year, was selling zalabia, a thin waffle. Nearby, another stand was selling ice cream.

**vendor = seller**

3 Summer in St. Louis is h-o-t, and the ice cream vendor soon ran out of dishes in which to serve his ice cream. Hamwi quickly rolled one of his waffles into a cone shape and topped it with a scoop of the neighbor's ice cream. The treat was an instant hit and the "World's Fair Cornucopia" became what we know today as the ice cream cone.

4 While the story of Hamwi's ice cream cone is generally accepted, another man thought a lot like Hamwi. An Italian named Italo Marchiony ran a pushcart business in New York City selling lemon ice in a cone. At first he used a paper cone, then a pastry one.

**pastry = baked dessert**

5 Marchiony even applied for a patent in September 1903, and received it in December—six months before the St. Louis World's Fair began.

**patent = legal proof of ownership**

6 Great minds think alike! Both Hamwi and Marchiony devised the idea for an ice cream cone. But it was probably the large number of people who tasted Hamwi's cones at the St. Louis World's Fair that made the ice cream cone the popular treat we know today.

Go On



- 1** This article is MOSTLY about
- ☐ where to buy ice cream cones
  - ☐ why people like ice cream cones
  - ☐ how ice cream cones were invented
  - ☐ who makes the best ice cream cones
- 2** Why did Ernest Hamwi roll his waffle into a cone shape?
- ☐ to make his waffles look more interesting
  - ☐ because he ran out of paper ice cream cones
  - ☐ because he thought his waffles were too thin
  - ☐ to hold the ice cream after the dishes were gone

- 3** Why did the ice cream sell so well at the World's Fair?

---

Give ONE sentence from the article to support your answer.

---

- 4** In which of these paragraphs from the article does the author talk about different people having the same idea?
- ☐ Paragraph 1
  - ☐ Paragraph 2
  - ☐ Paragraph 3
  - ☐ Paragraph 6

Go On



5 Read this sentence from the article.

**Great minds think alike!**

What does the author MOST LIKELY mean by this?

- ☐ Everybody thinks the same way.
- ☐ You have to be great to have great thoughts.
- ☐ Different people can have the same great idea.
- ☐ It is best to think like other people.

6 Complete the boxes with ONE way Ernest Hamwi and Italo Marchiony were alike and ONE way they were different.

How Hamwi and Marchiony were ALIKE	How Hamwi and Marchiony were DIFFERENT



# English/Language Arts

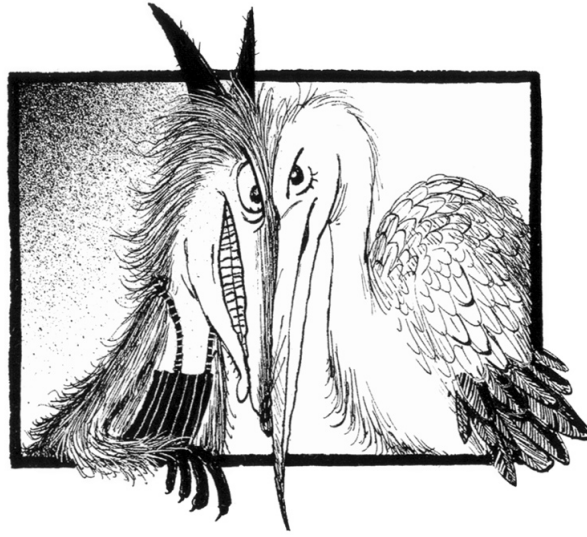
## Directions

Have you ever been invited to someone's house for dinner? "The Fox and the Stork" tells a story about going to someone's house for dinner. Read the story. Then answer Numbers 7 through 15.

Go On



# The Fox and the Stork



retold by Vivian French • illustrated by Korky Paul

**F**ox was making soup—a mouth-watering, nose-twitching, stomach-filling soup.

“H’m! A pinch of salt,” he said to himself, “just one more pinch of salt and it’ll be done. OH! How I shall ENJOY my soup! How I shall SLURP my soup! How I shall SMACK my lips and RUB my stomach!”

Fox stopped stirring. “What a shame there is no one to admire my magnificent cooking! Maybe I should invite someone to share my soup and dine with me.”

**magnificent = wonderful**

Fox sat down to think. “I won’t ask Lion,” he decided, “because Lion would gobble all the soup at

a gulp, and there would be none left for me. And I won’t invite Dog or Cat because they would eat at least half. And I won’t invite Bluebottle because of her buzz. Besides, she would put her feet in the food.”

**bluebottle = type of fly**

Fox went on thinking. “H’m. H’m. H’m. I know!” He leaped up.

“I’ll invite my dear friend Stork! Stork is a bird of fine feathers and feelings—Stork will be the ideal guest!” And Fox went hurrying out to invite his friend.

Stork was pleased to come. She bowed in the doorway, and thanked Fox for his kindness.

**Go On**



“What a DELICIOUS smell! Mr. Fox, what a wonderful cook you must be. I am most honored to be asked to share your soup!”

Fox bowed back, and he grinned a foxy grin. As he bowed he was thinking snidy slidy foxy thoughts . . .

**snidy = sneaky**

“Aha!” he said to himself. “Mrs. Stork loves the SMELL of my soup! But if she loves the TASTE she might eat too long and too well! Let me see . . . Let me see . . . AHA!”

Fox hurried to set the table. He set a wide flat dish for himself, and a wide flat dish for Mrs. Stork. Mrs. Stork watched him, and her shiny little black eyes winked and blinked as she saw what Fox was doing.

“Do be seated, dear friend,” Fox said, and he began to ladle the soup on to the plates. “Such hot soup! But you will find it cools quickly. See! I can eat mine now!” And Fox lapped up his soup with a flourish. “Aaaaaah! SO delicious!”

Mrs. Stork could eat nothing. Her long bill clicked and clacked against the dish, but not a drop of soup could she drink.

“DEAR Mrs. Stork!” Fox said. “Aren’t you hungry? Dear me,

dear me. Allow me to finish your soup for you . . . waste not, want not, after all!”

Fox drank up Mrs. Stork’s soup with a loud slurp. Then he licked out the pan and polished the plates with his long red tongue.

“THERE!” said Fox. He sat back, his stomach bulging, and smacked his lips.

“Dear Mrs. Stork,” he said, “there is nothing as fine as sharing a meal with a friend.” And he smiled his foxy smile.

Mrs. Stork nodded. “You are quite right, Mr. Fox,” she said. “Indeed, you are right . . . so I hope you will join me for a meal tonight. It would give me such pleasure to return your kindness!”

Fox shuffled a little and pulled at his whiskers. His slippery thoughts slid round in his head. Was Mrs. Stork staring a little coldly with her bright shining eyes? But a free meal was a free meal . . . and there was no soup left. Not a drip or a drop.

“I shall be delighted,” Fox said.

Mrs. Stork bowed once more in the doorway.

“Until tonight,” she said. “And the pleasure will be all mine.”

Go On







By the evening Fox was hungry again. He leaped out of his house and trotted through the deep dark woods to Mrs. Stork's house. A wonderful smell was wafting out through the open window.

**wafting = floating**

Fox sniffed happily, and rubbed his stomach. "TWO fine dinners in a day!" he said, and knocked at the door.

Mrs. Stork smiled as she let Fox in.

"DO sit down, dear friend," she said.

Fox hurried to the table. He stopped, and stared.

The table was heaped high with mouth-watering, nose-twitching, stomach-filling food . . . but every dish was tall and narrow.

"Just help yourself, dear friend!" said Mrs. Stork. "Feel free to eat whatever you wish!" and she plunged her long thin beak into the tallest bowl.

Fox said nothing. His stomach was howling and growling with hunger, but Fox said nothing at all.

"DEAR Mr. Fox!" said Mrs. Stork. "Aren't you hungry? What a shame. What a shame. Allow me to finish the meal for you."

And she did.

Go On



- 7** What is the MAIN reason Fox wants to invite someone to dinner?
- ☐ He likes to spend time with friends.
  - ☐ He likes to have dinner parties at his house.
  - ☐ He wants someone to tell him that his cooking is good.
  - ☐ He wants someone to return his dinner invitation.
- 8** How does Fox hide his true thoughts in the story?
- ☐ by telling jokes
  - ☐ by asking questions
  - ☐ by acting kinder than he is
  - ☐ by being quieter than he should
- 9** Which words from the story give Fox a hint that Stork has a plan of her own?
- ☐ “Aren’t you hungry? Dear me, dear me.”
  - ☐ “Mrs. Stork bowed once more in the doorway.”
  - ☐ “I am most honored to be asked to share your soup!”
  - ☐ “Was Mrs. Stork staring a little coldly with her bright shining eyes?”





**10** What are TWO different ways Fox and Stork act that show they are ALIKE?

1) \_\_\_\_\_

\_\_\_\_\_

2) \_\_\_\_\_

\_\_\_\_\_

**11** What is the theme of the story?

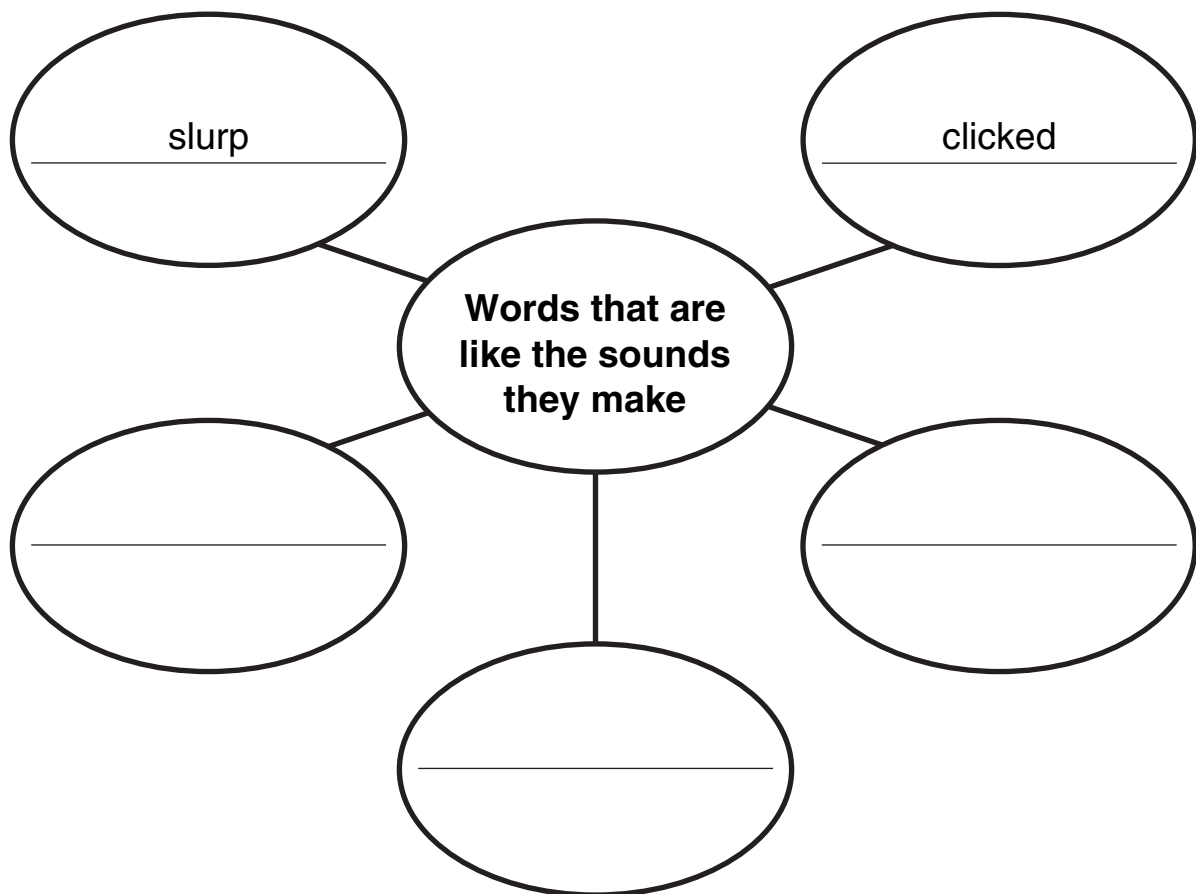
- ☐ Practice makes perfect.
- ☐ Always return a kindness.
- ☐ Speak when you are spoken to.
- ☐ Treat others as you want to be treated.



- 12** In the story, Fox and Stork bow when they greet each other. What is the meaning of the word *bow* as it is used in the story?

- ☐ to bend politely
- ☐ a type of ribbon
- ☐ a section of a boat
- ☐ to give up

- 13** Complete the web below with words from the story that are like the sounds they make.



- 14** In the story, “The Fox and the Stork,” both characters use dishes that make it difficult for their guest to eat. Using information from the story, complete the chart below. Read the description of each dish, and then write the reason those dishes are used in the story.

Dish description	Reason for using dish
“a wide flat dish”	
“a tall and narrow dish”	



15



Suppose you invite a friend to dinner and really want your friend to enjoy the meal. Which friend would you invite? What kind of dishes would you use? What type of meal would you serve?

Use the chart below to help plan your writing. Then do your writing on the next two lined pages. Using the Editing Checklist on page 22, check your writing for correct grammar, spelling, punctuation, and capitalization. **Remember, your writing should be well organized and have a beginning, a middle, and an end.**

**NOTE:** Only your writing on the lined pages in this book will be scored.

### Pre-Writing/Planning

Description	Reason
Dish:	
Meal:	

Go On



Story

DO NOT WRITE HERE

DO NOT WRITE HERE

Now check your writing using this Editing Checklist.

## Editing Checklist

- 1 Have you started each sentence with a capital letter?
- 2 Have you capitalized names of people and places?
- 3 Have you used correct punctuation?
- 4 Have you spelled all words correctly?
- 5 Does the action word (verb) of your sentence agree with the subject?

Examples: Tom plays at the park.

They play at the park.

- 6 Have you used the correct form of your action words (verbs)?

Examples: Jan plays today.

Jan played yesterday.

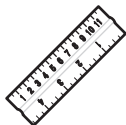
Jan will play tomorrow.

- 7 Have you written complete sentences?



STOP! STOP! STOP! STOP! STOP!

Use only a Number 2 pencil to respond to the questions in this book. Responses written in pen CANNOT be scored.



If you see this symbol, use your ruler as a straightedge or to solve the problem.



If you see this symbol, use your punchout shapes to solve the problem.



If you see this symbol, use your punchout coins to solve the problem.

# Test 7: Mathematics

Since you may receive partial credit for many of the problems, it is important to show ALL work in the spaces provided in this book. When you see the words **Show All Work**, be sure to

- show all the steps needed to solve the problem
- make your handwriting clear and easy to read
- write the answer on the answer line

- 1** Leah, Ricardo, and Colin have 300 cards IN ALL. Leah has 70 cards and Ricardo has 100 cards.

On the line below, write an equation that can be used to find how many cards Ricardo and Leah have IN ALL.

Equation \_\_\_\_\_

On the line below, write an equation than can be used to find how many cards Colin has.

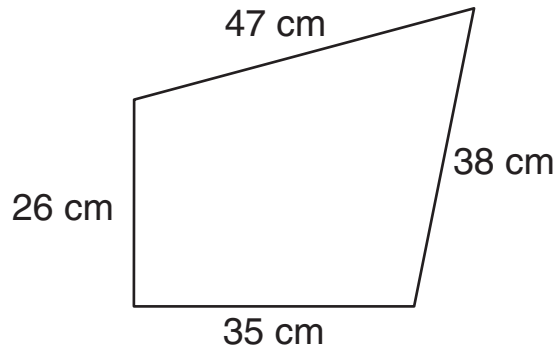
Equation \_\_\_\_\_

Go On





- 2 What is the perimeter, in centimeters, of the figure shown in the diagram below?



Show All Work

Answer \_\_\_\_\_ centimeters



- 3 Grant's block collection is shown in the table below.

Grant's Blocks

Type of Block	Number of Blocks
Wood	211
Plastic	108
Foam	193

Grant's cousin has a total of 579 blocks. On the line below, write a number sentence to find the difference between the total number of blocks Grant has and the total number of blocks his cousin has.


Show All Work

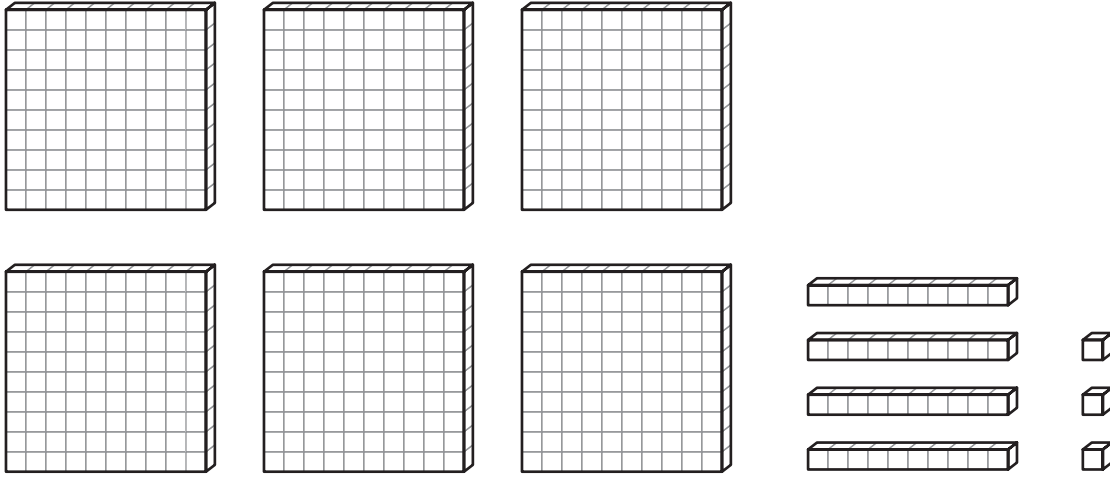
Number Sentence \_\_\_\_\_

Go On



4 Look at the place-value blocks shown below.

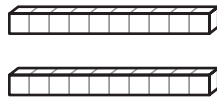
 = one



What number is represented by these place-value blocks?

Answer \_\_\_\_\_

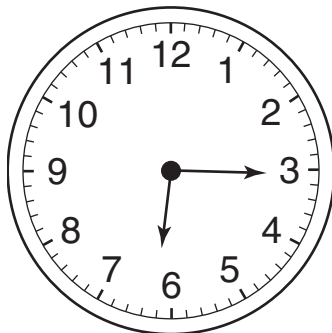
Look at the additional place-value blocks below.



If these place-value blocks are included with the previous place-value blocks, what new number will be represented?

Answer \_\_\_\_\_

- 5 It takes Alexei exactly 10 minutes to make one batch of cookies. Alexei wants to make 4 batches of cookies. The clock below shows the time that Alexei begins making the cookies.



If Alexei makes the batches of cookies one right after the other, what time will it be when Alexei takes the fourth batch of cookies out of the oven?

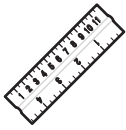
**Show All Work**

**Answer** \_\_\_\_\_

Go On

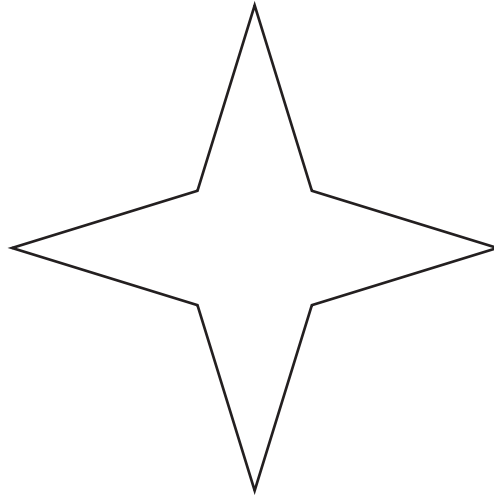


6



Use your ruler as a straightedge.

Draw ALL possible lines of symmetry on the shape below.



# Test 8: Mathematics

Since you may receive partial credit for many of the problems, it is important to show ALL work in the spaces provided in this book. When you see the words **Show All Work**, be sure to

- show all the steps needed to solve the problem
- make your handwriting clear and easy to read
- write the answer on the answer line

- 1 Look at the multiplication number sentence below.

$$5 \times 3 = 15$$

On the line below, write an ADDITION number sentence that has the same meaning as the multiplication number sentence.

Number Sentence \_\_\_\_\_

On the line below, write a DIFFERENT ADDITION number sentence that has the same meaning as the multiplication number sentence.

Number Sentence \_\_\_\_\_

Go On



- 2 Kelly and Robin each played three levels of a computer game. The table below shows how many points they earned on each of the first three levels.

**Computer Game Scores**

Level	Kelly's Score	Robin's Score
1	327	282
2	319	398
3	205	203

When they played the fourth level of the computer game, Kelly scored 119 points and Robin scored  $p$  points. The total score for both girls on the fourth level was 222.

On the line below, write a number sentence that can be used to find how many points,  $p$ , Robin scored on the fourth level.

**Number Sentence** \_\_\_\_\_

How many points did Robin score on the fourth level?

**Show All Work**

**Answer** \_\_\_\_\_ points

**Go On**



- 3** Erik, Dena, Mark, and Lisa studied for the class spelling bee. Erik studied a total of 3 hours. Dena studied a total of 300 minutes. Mark studied a total of 2 hours. Lisa studied a total of 240 minutes.

Compare the amount of time each student studied for the class spelling bee. On the lines below, order Erik, Dena, Mark, and Lisa from the student who spent the **LEAST** amount of time studying to the student who spent the **GREATEST** amount of time studying.

**Show All Work**

**Answer** \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Go On





- 4 Mr. Lyons wrote 4 student names on the cards shown below.

Rick	Maria
Kelly	Silas

Mr. Lyons plans to choose a pair of hall monitors by drawing 2 of the names from a hat.

How many DIFFERENT pairs of hall monitors could be chosen by Mr. Lyons?

**Show All Work**

**Answer** \_\_\_\_\_ pairs

- 5** There are 4 fire extinguishers and 5 smoke alarms in a pet store. Each smoke alarm needs 2 batteries to work properly.

How many batteries are needed for all the smoke alarms in the pet store to work properly?

**Answer** \_\_\_\_\_ batteries

The smoke alarms in a grocery store need 22 batteries.

On the line below, write a number sentence to find the TOTAL number of batteries needed in order for the smoke alarms in the pet store and grocery store to work properly.

**Number Sentence** \_\_\_\_\_

On the lines below, identify the information given above that was not needed to solve the problem.

---



---



---

Go On



- 6 Jamie has 5 vases. She put 6 flowers in each vase.

On the line below, write an ADDITION number sentence that shows the number of flowers in Jamie's vases.

Number Sentence \_\_\_\_\_

On the line below, write a MULTIPLICATION number sentence that shows the number of flowers in Jamie's vases.

Number Sentence \_\_\_\_\_



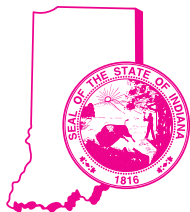
**ATTENTION!** Please do not leave your punchouts in this book.



STOP! --- STOP! --- STOP! --- STOP! --- STOP! ---

# Response Book for Grade 4

## English/Language Arts • Mathematics



Indiana Department of Education